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ABSTRACT

This technical report provides summary information and evaluation of the activities that were carried out in the institutionalization phase of the implementation of the Individually Guided Education (IGE) Project in the Multiunit School--Elementary (MUS-E). The institutionalization phase, the last of four, is defined as the introduction of IGE concepts and practices into undergraduate courses for prospective IGE teachers and into graduate programs for unit leaders and IGE principals. Three teacher education institutions developed academic year programs for IGE principals, unit leaders, and staff reading teachers. Federal funds were appropriated through the Wisconsin R & D Center for Cognitive Learning to the three institutions to aid in the development of the programs, and a limited number of fellowships, including tuition and stipends, were offered at each institution. The program developed at each institution, while not identical, followed the same basic four step model. The first half of the program was devoted to the acquisition of new knowledge, and the second half emphasized actual experience in IGE/MUS-E implementation. In general, the five academic year programs offered at the three institutions proved successful. It is felt that if the strengths of the various programs were combined, a stronger model of institutionalization of IGE/MUS-E could be developed. (HMD)

ED 098238

Technical Report No. 267

RESIDENTIAL ACADEMIC-YEAR PROGRAMS FOR PROSPECTIVE UNIT LEADERS, BUILDING PRINCIPALS, AND READING STAFF TEACHERS IN MULTIUNIT SCHOOLS-ELEMENTARY

Report from the Project on
Multiunit Schools-Elementary

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Statement of Focus

Individually Guided Education (IGE) is a new comprehensive system of elementary education. The following components of the IGE system are in varying stages of development and implementation: a new organization for instruction and related administrative arrangements; a model of instructional programing for the individual student; and curriculum components in prereading, reading, mathematics, motivation, and environmental education. The development of other curriculum components, of a system for managing instruction by computer, and of instructional strategies is needed to complete the system. Continuing programmatic research is required to provide a sound knowledge base for the components under development and for improved second generation components. Finally, systematic implementation is essential so that the products will function properly in the IGE schools.

The Center plans and carries out the research, development, and implementation components of its IGE program in this sequence: (1) identify the needs and delimit the component problem area; (2) assess the possible constraints—financial resources and availability of staff; (3) formulate general plans and specific procedures for solving the problems; (4) secure and allocate human and material resources to carry out the plans; (5) provide for effective communication among personnel and efficient management of activities and resources; and (6) evaluate the effectiveness of each activity and its contribution to the total program and correct any difficulties through feedback mechanisms and appropriate management techniques.

A self-renewing system of elementary education is projected in each participating elementary school, i.e., one which is less dependent on external sources for direction and is more responsive to the needs of the children attending each particular school. In the IGE schools, Center-developed and other curriculum products compatible with the Center's instructional programing model will lead to higher student achievement and self-direction in learning and in conduct and also to higher morale and job satisfaction among educational personnel. Each developmental product makes its unique contribution to IGE as it is implemented in the schools. The various research components add to the knowledge of Center practitioners, developers, and theorists.

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I
Introduction

The IGE Implementation Model

In the spring of 1971, funds from the United States Office of Education (USOE) provided the resources for the Wisconsin Research and Development Center for Cognitive Learning to begin the national implementation of Individually Guided Education (IGE) in the Multiunit School-Elementary (MUS-E). The effort is guided by a four-phase model of implementation which is carried out in cooperation with state education agencies, teacher education institutions, and local education agencies in the context of state IGE networks.

The operational definition of the four phases as applied to IGE is as follows:

Phase 1: Awareness--The primary purpose of awareness conferences (generally a one-day activity) is to give school district decision-makers enough information to enable them to decide whether or not to adopt IGE. Also, information is provided relative to required school district commitments and opportunities for subsequent in-service activities to make the change-over.

Phase 2: Start-up--Three elements comprise this phase. The first is a three-day workshop for the principal and prospective unit leaders. The second is a pre-opening of school workshop for an entire building staff and run by the principals and unit leaders. The third is comprised of a minimum of four one-half day inservice sessions during the first year after the change-over.

Phase 3: Maintenance/Refinement--The maintenance of the implementation of IGE in the schools is enhanced when personnel are provided opportunities for reinforcing basic concepts and principles. Refinement of IGE implementation requires the acquisition of skills and understandings. Both maintenance and refinement activities are generally provided through specially focused workshops, institutes and courses offered by teacher education institutions.

Phase 4: Institutionalization--This phase is defined as the introduction of IGE concepts and practices into undergraduate courses for prospective IGE teachers and into graduate programs for unit leaders and IGE principals.

These phases are carried out in a number of states that are now forming state IGE networks. In these networks the state education agency, teacher education institutions, intermediate educational agencies, and local education agencies cooperatively determine their various roles and responsibilities in relation to the four phases. The national implementation of IGE is now continuing in an increasing number of states with support from the National Institute of Education (NIE).

The Implementation Model in Operation

With the funds provided in 1971, the Center, in cooperation with educational agencies at all levels in several states, proceeded to engage in a series of activies related to the four-phase model of implementation. In the awareness phase, the Center conducted a series of one-day workshops for the purpose of developing awareness of and a knowledge base about IGE. In the start-up phase, school staffs implementing IGE were provided principal and unit leader workshops of three days' duration and, in turn, conducted workshops of three to five days for their staff

teachers prior to the opening of school. Cooperating state education agencies conducted four, one-half day inservice sessions during the school year.

The third phase, maintenance/refinement, was initiated with the cooperation of selected teacher education institutions. During this phase, teacher education institutions were to focus their attention on the planning, development, and operation of one-week institutes for experienced IGE personnel (principals, unit leaders, and staff reading teachers). Teacher education institutions initiated the institutionalization phase. This phase focused on academic-year graduate level programs designed to train multiunit principals, unit leaders, and staff reading teachers.

At the same time the Center subcontracted with nine state education agencies to implement IGE in schools in their districts. The nine states cooperating with the Center for the time period 1971-1973 were Colorado, Connecticut, Illinois, Indiana, Minnesota, New Jersey, Ohio, South Carolina, and Wisconsin. In California, a subcontract was negotiated with the San Jose State University. Because of substantial interest in other locations, the Center cooperated with teacher education institutions or local school districts in Nebraska, New York, and Virginia. In these locations the Center provided some personnel support and invited personnel to attend Center-conducted institutes.

To assure that the cooperating agencies had the requisite leadership capabilities, the R & D Center staff conducted workshops to prepare personnel from state education agencies, teacher education institutions, and other agencies to carry out the activities associated with the four phases of IGE implementation.

Evaluation of the Implementation Model

Some evidence has been gathered relative to the efficacy of the Center's strategies to date. In a study conducted by the Educational Testing Service, results showed that: "All evidence points toward the conclusion that (the MUS-E) organizational and instructional changes have taken hold in the majority of schools [Ironside, 1973]." A second study focusing on linkage arrangements found that "a proper mix of training activities carried out on a frequent basis produced optimum linkage. Teacher education institutions, acting as mediating organizations between the Wisconsin R & D Center exhibited high linkage [Paul, 1974]." Another report discussed, in part, the nature of relations between R & D organizations and field users. The Wisconsin R & D Center's model was described as having a "high payoff [Baldridge & Johnson, 1972]."

The Focus of This Report

This Technical Report provides summary information and evaluation of the activities that were carried in the institutionalization phase. It closes with suggestions for developing similar programs elsewhere. Three teacher education institutions (the University of Wisconsin--Eau Claire, the University of Wisconsin--Madison, and Marquette University in Milwaukee, Wisconsin) developed academic-year programs for IGE principals, unit leaders, and staff reading teachers. IGE personnel in all of the cooperating states were invited to apply for these programs. Federal funds were appropriated through the Center to these three institutions to aid in the development of this year-long program, and a limited number of fellowships, including tuition and a $3,000 stipend, were offered at each institution to promote participation. Budgets similar to the one for the University of Wisconsin--Eau Claire, illustrated in Table I, were allotted to each of the three universities. The universities, however, differed in the number of Fellows supported and the amounts of money involved.

Although the Fellowship program became available at a late date due to an unexpected delay in availability of funds, the majority of the appointments available were sought and filled, as indicated in Table II. With this program each institution had a student base upon which to begin the development of a graduate program in education with specialization in IGE.

Table I

Academic Year Program Budget
University of Wisconsin—Eau Claire

Ten graduate fellows—stipends @ $3,000.00 each	$30,000.00
Secretarial services	2,800.00
Instructional materials—print, audiovisual	2,500.00
Supplies, mailing, printing	2,480.00
Travel (including graduate supervision)	1,500.00
Faculty salaries	5,000.00
Required fees (tuition)	5,400.00
Overhead	4,320.00
	$54,000.00

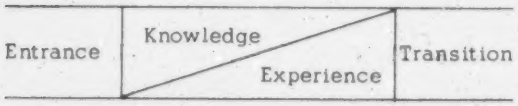
Table II

Academic Year (AY) Programs and Fellowships by Institutions

Institution	Type of AY Program Offered	No. of AY Fellowships Offered	No. of AY 71-72 Fellows Appointed
Marquette University	Unit Leader	5	5
U.W.—Eau Claire	Unit Leader	10	10
U.W.—Madison	Unit Leader	10	9
	Principal	10	9
	Reading Staff	5	5

II
Program Description

The programs developed by each institution, while not identical, followed a suggested four-step instructional model as illustrated below.



Each institution established selection criteria for applicants entering its program. The first half of each program emphasized the acquisition of new knowledge and the practical application of it. The second half of each program provided actual experience in the specialized position to ensure smooth transition from the academic to the school situation. The influence of the instructional model on the programs formulated by each institution is evident.

Objectives

Prior to specifying criteria for the selection of fellowship recipients, each institution developed general objectives for its academic year program particular to the type of program to be offered. Through the combined effort of instructors and fellows during the early fall of 1971, objectives for unit leader programs in each institution evolved into specific performance goals. The objectives for the staff reading fellows, while remaining general, emphasized the broad areas of development desired. The objectives for the multiunit principal program also remained general, stressing the knowledge aspects of the field, rather than the experiential aspects. The specific statement of objectives for each of these programs is contained in the Appendix.

Selection of Applicants

The selection criteria established for all programs were similar. Applicants in each program were required to have: (1) a baccalaureate degree, (2) admission to the graduate school of the university and to the education department of their program, and (3) the intention to remain in the elementary school field which the fellowship designated. In addition, unit leader candidates to Eau Claire, multiunit principal candidates to Madison, and staff reading teacher candidates to Madison, were required to have a minimum of two years of teaching experience at the elementary level. Unit leader candidates to Madison needed a minimum of three years of public school teaching experience at the elementary level.

Eau Claire unit leader applicants submitted two letters of recommendation, one from the principal and one from the chief school officer where they had last served or were presently serving; Madison staff reading teacher applicants submitted a letter of recommendation from either the principal or a chief school officer; and Madison unit leader applicants submitted two letters, one from the principal and the other from a fellow teacher. Finally, the multiunit principal applicants were required to possess leadership capabilities and to have an interest in becoming a principal of a multiunit school.

III
Program Review

Program Content

The University of Wisconsin—Eau Claire structured a program for unit leaders which emphasized the essential responsibilities of the leader as model teacher, planner and coordinator of the unit's education program, member of the Instructional Improvement Committee (IIC), and director of the unit's instructional staff. The primary competencies to be developed by the participants included areas of curriculum, instruction, assessment and evaluation, staff development, and staff leadership. Secondary competencies to be developed included the areas of research and development, school-community relations, and educational technology.

Two courses were required for fellowship recipients during the first semester, Individualized Instruction in the Elementary School, and The Teacher and Differentiated Staffing. Electives in the areas of measurement and evaluation, reading, and educational psychology were suggested, and fellows were encouraged to develop one area of special expertise. Two courses were required of the fellows during the second semester--Leadership Practicum in Elementary Schools, and Seminar. The practicum included a minimum of 3 1/2 days per week of internship in an IGE/MUS-E school, working as part of a unit, attending IIC meetings, and attending System-wide Program Committee (SPC) meetings. The seminar dealt with problems encountered in the practicum and with the development of materials and theory. Two of the fellows were exempt from the practicum experience. One was required to return to teach in the school district from which she had received sabbatical leave for the program, but which had not inaugurated IGE/MUS-E as expected. The other was assigned to develop and execute an inservice program for a total school staff preparing to implement IGE/MUS-E in a new physical facility. However, both shared their unique experiences and problems with the other fellows throughout the Seminar.

The Unit Leader Program designed by Marquette University stressed: (1) the structure and function of the multiunit school; (2) differentiated staffing, especially the role of the unit leader; (3) research in education; (4) ways in which individualization of instruction may be achieved, with emphasis on individual differences; (5) the development and use of behavioral objectives; (6) evaluation and assessment of academic progress in the multiunit school, primarily the construction and utilization of criterion-referenced tests; (7) the use of media to promote creativity and learning in the multiunit school, with discussions on curriculum development and sensory modalities; and (8) the interpersonal interactions which facilitate or impede the program. The program was structured around degree requirements and fellows carried a full credit load each semester. The students chosen emphasized either Educational Psychology with concentration in statistics, evaluation and measurement, and foundations; or Curriculum and Administration. All fellows enrolled in Differentiated Staffing and Individualization of Instruction. The unit leader visited multiunit schools in Wisconsin, and participated in unit leader workshops during the first semester. During both the first and second semesters, participants spent approximately twenty hours per week in two multiunit schools in the Milwaukee area working with upper elementary children and staff members. This time presented the fellows with experience in curriculum, communication, and administration through attending IIC meetings, coordinating and scheduling staff meetings, teaching various groups of children, demonstrating new methods and techniques to the staff, discussing perspectives of the children's learning involvement and style, designing

math pacs, developing other math curriculum materials, constructing criterion-referenced tests, and analyzing the types of errors children make. This practical aspect of the program was probably the most beneficial in preparing the fellows for their future work.

The Unit Leader Program developed by the University of Wisconsin—Madison was based on unit leader responsibilities for instruction of children, participation in research and development, innovation, diffusion, and participation in teacher education. It included twenty-one semester hours of graduate course work in curriculum and instruction, related methodology, educational psychology, and a combination of learning, development, measurements, statistics and research design. In addition, fellows were required to attend a pre-practicum seminar and a retreat, to make visits to schools during the first semester, and to participate in a practicum and practicum seminar during the second semester.

The pre-practicum seminar familiarized the fellows with IGE/MUS-E components and operations; the retreat provided interaction between prospective principals of MUS-E schools and the unit leader group through simulated problem solving of a school's difficulties; and the school visits presented information on products presently in use, the MUS-E organizational pattern, and means of individualization in specific subject areas. The practicum of two days per week held in the Janesville school district, allowed the fellows to gain actual experience in an IGE setting. The practicum seminar involved discussing the experiences resulting from the practicum and relating these experiences to differentiated staffing. This program provided a diversity of information and practice for the students.

The aim of the academic year program developed by the University of Wisconsin--Madison for staff reading teachers, was to acquaint participants with the concepts and procedures involved in IGE and the Wisconsin Design for Reading Skill Development, and generally increase the compentence of people who will teach reading in the elementary schools.

The program developed consisted not only of reading courses and courses related to the teaching of reading, but also of a pre-practicum seminar, school observations, and a retreat during the first semester; and a practicum and practicum seminar during the second semester. The process objectives and structure of these experiences were identical to those of the University of Wisconsin--Madison Unit Leader Program.

The Multiunit Principals Program of the University of Wisconsin—Madison stressed the particular administrative skills necessary for smooth operation in an IGE school. A minimum of 24 credit hours was required in course work with an additional one day per week observation apprenticeship in three or four different schools the first semester, and a minimum of two days per week participation apprenticeship in one school the second semester. The purpose of the observation apprenticeship was to provide an opportunity for fellows to relate the classroom activities in which they were involved to actual school activities. The purpose of the participation apprenticeship was to allow the fellows to assume responsibility for a major instructional improvement in the school, and to gain experience in a wide range of administrative activities.

These program summaries illustrate the institutions' efforts to provide smooth transition from knowledge to experience to actual school employment as outlined in the instructional model. A complete description of the major content of each program is contained in Appendix A.

Participant Information

The University of Wisconsin—Eau Claire awarded fellowships to ten students who met their selection criteria. Five of these fellows had completed the MST degree by the end of the 1972 summer session. Four of them were continuing work on their degree and one, who had begun work on a master's degree with a joint major in special education and music at another institution, completed his work there. As of August, 1972, four of the fellows were employed as unit leaders in IGE/MUS-E schools, four employed in IGE/MUS-E related fields, and two were unemployed. Fellows who were free to change their residence received many opportunities for employment as unit leaders. Unfortunately, fellows who could seek employment only within the Eau Claire area were not hired in leadership roles. Hiring teachers at the bachelor's level rather than the master's level seemed to be a common practice in this area.

Marquette University awarded five fellowships to students with degrees in elementary education, three of whom had teaching experience. Of these fellows, one received his doctorate in curriculum and instruction upon completion of the program, two received their master's degrees by August, 1972, and the other two are continuing work on their degrees.

One of the three fellows who received degrees is presently employed as the principal of a multiunit school in New York, one as a teacher in a multiunit school, and one as a developer of individualized teaching materials.

The University of Wisconsin—Madison awarded nine unit leader fellowships, nine principal fellowships, and five staff reading teacher fellowships. The applicants selected for the unit leader program each had three or more years of teaching experience with a group average of six and one-half years. Three of these fellows also had experience in multiunit schools. For the staff reading teacher fellows, teaching experience ranged from none to four years, with a group average of two years. One of these teachers had been employed by an IGE/MUS-E school.

As of August, 1972, five fellows had obtained school related assignments. Two were working in a multiunit school as unit leaders, one was working as a reading teacher in a traditional school, one was working as a teacher supervisor in a non-graded school, and one was employed in the implementation program of the Research and Development Center. The remaining fellows were either continuing graduate work within the university or seeking employment.

Evaluation

The University of Wisconsin—Eau Claire program met the expectations of IGE school personnel and the department of education. The principals and central office personnel who worked with the graduate fellows were generally enthusiastic about the quality of the students' background. Some of their specific comments include:

> His knowledge, insight and understanding of the IGE/MUS-E concepts has been a tremendous asset to the staff at Southview. Every indication points to a most successful career for him as a unit leader.
>
> He would be well qualified to initiate an individualized educational program in most any school. He knows the concepts well, giving him the head start needed for the implementation of an IGE/MUS-E program.
>
> She explained IGE and how it works in great detail. Her knowledge of IGE/MUS-E as well as her experience in IGE would make her an excellent candidate for a unit leader position.
>
> He is well informed regarding well known individualized learning plans and especially IGE. He is an enthusiastic supporter of the MUS-E organization plan. In the IIC, we began to make plans for an inservice program for next year that will be designed to bring present staff members up to date on the latest developments in IGE as well as to assist present staff members who are not yet involved in IGE to become better informed and ready to become active in IGE the following year. He was a great help in this project and made numerous worthwhile suggestions.
>
> She exhibited good leadership qualities in the planning, organization, and implementation of the Wisconsin Design for Reading Skill Development at Roosevelt.
>
> To me this is the route to pursue in developing future unit leaders. I feel it should also be extended to include the training of other unit members. Combining the fellow's previous teaching experience with his intern leadership program this past semester results in a highly capable unit leader who is prepared to organize a unit in an IGE/MUS-E school given a willing staff.
>
> Her study on reading achievement in our elementary school from the past six years gave us valuable ideas in making better use of our present reading program. Through her help we will be leaning toward the multiunit design. Her ideas have helped to give strength to our units and have helped all the teachers to work together toward the same goal.

The department of education is continuing the MST program with IGE emphasis developed for the fellowship program. Its present program includes the courses in individualized instruction and multiunit school operations started for the academic year program and two more courses are being developed to further strengthen the programs. These are Educational Leadership, a course which has been approved by the graduate council in 1970, and Program Development, a course to help principals, unit leaders, and others conceptualize, implement, and evaluate inservice and curriculum development programs related to IGE/MUS-E. The latter course was presented to the

graduate council during the fall semester of 1972.

Marquette University developed an assessment instrument for student evaluation of the program consisting of six questions. In response to these six questions, the program was to be rated from excellent to poor.

1. Do you feel that the objectives were clearly stated?
2. Did you find the material given you helpful?
3. Do you feel that the program was well organized?
4. How would you rate the program as a whole?
5. Do you feel that the objectives were fulfilled?
6. Would you recommend a similar program to other students who wish to become unit leaders?

Each question received a modal response of excellent, indicating that the students felt the program accomplished its purpose.

The University of Wisconsin—Madison evaluated its unit leader program through data acquired from the fellows at the completion of their program. The data was gathered through a questionnaire prepared by the Center's evaluation staff. All nine unit leader fellows responded to the questionnaire, giving their opinions about the pre-practicum seminar, the practicum, the course work, and the strengths and weaknesses of the program.

When asked to evaluate how much the pre-practicum seminar helped them understand the IGE/MUS-E program, three of the seven participants who completed the program stated it helped much, and two others indicated it helped some. The participants ranked, in order, seminar activities according to their perceived value: (1) group discussion, (2) school visits and observations of MUS-E schools, (3) retreat with prospective MUS-E principals, (4) IGE/MUS-E printed materials, (5) participation in the one-week Unit Leader Institute, (6) IGE/MUS-E films, and (7) visiting lecturers.

With regard to the practicum, all but one ranked the experience as somewhat to very beneficial to them as a prospective unit leader. In listing the activities that were most beneficial to them during their practicum, participants indicated IIC participation, unit planning sessions and meetings, interaction with other building staff, and instructional responsibilities as the most important.

When asked to state if the outlined academic courses were appropriate for their preparation as a unit leader and why, all gave positive responses, though some reservations about the utility of particular courses were also expressed. Favorable comments were made regarding the comprehensiveness of the program, the required readings, and the Differentiated Staffing Seminar.

Participants were also asked to describe in their own words their views on three questions. First, what was good about the Unit Leader Program? Table III summarizes the responses.

Table III

Responses to Question Asking for Program's Good Points

Response	No. of Times Listed
Practicum experience	6
Visiting MUS-E Schools	5
Group & interpersonal interaction	4
Seminars in Differentiated Staffing	3
Discussing current trends and issues in education	2
Observing teacher-child interaction	1
Weighing both the pros and cons of IGE/MUS-E system	1

Secondly, participants were asked to indicate what could be improved about the Unit Leader Program. Various suggestions for the substance of the program included more university courses with content that could be directly applied in a teaching situation, more information on specific methods for grouping and implementing IGE in curricular areas, more and earlier chances to share experiences with other members, greater involvement in workshop activities, and study of alternative models for open education.

Thirdly, the question "What suggestions do you have for the future development of the Unit Leader Program?" was asked. Although the responses were similar to those for the previous question, some additional comments were made. The suggestions included scheduling of a second semester course which would have four days of practical experience and a

seminar on the fifth day, an intensive sharing session for the end of the year, better screening and selection of fellows, more experiences in group dynamics, greater supervision and assistance for those who have problems coping with a leadership role, and emphasis on the cultural aspects of schooling.

In summary, the participants valued those activities which appeared to be most relevant to their future role in a multiunit school. The practicum and the Differentiated Staffing Course received high praise. Various individuals praised or criticized the amount of individualization, apparently according to their personal experience.

The assessment of the University of Wisconsin—Madison Reading Teachers' Program paralleled the assessment of the Unit Leaders' Program. When asked to evaluate how much the pre-practicum seminar helped them understand the IGE/MUS-E program, one of the participants stated it helped much and three indicated it helped them some. Participants ranked seminar activities in order according to their perceived value: (1) group discussion, (2) school visits and observations—MUS-E, (3) retreat with prospective MUS-E principals, (4) IGE/MUS-E printed materials, (5) visiting lecturers, and (6) IGE/MUS-E films.

When questioned about their practicum experiences, three of the fellows felt that these experiences were somewhat to very beneficial to them as prospective reading teachers, whereas one saw no benefits. The three participants who gave favorable responses indicated that teaching experiences, observation of how an IGE/MUS-E school functioned, and working with children having difficulty in reading were the most useful activities.

When asked to state if the outlined academic courses were appropriate for their preparation as reading teachers and why, all indicated yes, citing excellent professors and courses centered around remedial and developmental reading techniques.

Participants were also asked to describe in their own words their views on two questions. First, what was good about the Reading Teacher Program? Teaching experiences and the exchange of ideas were listed, although one person was totally "disillusioned" about the program. Secondly, participants were asked to indicate what could be improved about the Reading Teacher Program. Suggestions included better organization and more structure, separate group meetings for just the reading teachers, and better definition of a reading staff teacher.

In summary, the participants seemed to feel that the reading fellows' program should not merely be an adjunct to the Unit Leaders' Program, although the specific course work and practical experiences were nonetheless helpful.

Conclusion

In general, the five Academic Year Programs proved to be quite successful. Each possessed strengths and weaknesses in organization which, if considered as components separate from the specific program, lead to the development of a model program for this type of education. The model would include objectives, stated in precise terms of required performance, for all areas of knowledge and experience expected. These objectives would serve as an organizational structure for the arrangement of both the course work and the experiential situations.

Requirements for selection of participants in the model program would be quite similar to those used by the institutions in this report. Criteria for acceptance for this model program should include: (1) a baccalaureate degree; (2) admission to the graduate school and the education department of the program; (3) intention to continue working in the area of specialization specified by the program; and (4) experience of at least two years in teaching at the level in which the training will be concentrated. Strict adherence to these standards of admission would ensure a decrease in difficulties arising from differences in background.

Program content which proved beneficial to the 1971-72 fellows included the pre-practicum courses which concentrated on the components and operations of IGE/MUS-E schools; practicum experiences in all phases of IGE/MUS-E instruction, curriculum and communication; visits to a number of different schools which varied in the type and extent of IGE methods and materials used; and practicum seminars focused on differentiated staffing. Courses directed toward analysis of learning styles and methods of individualization should also be included. These five areas should be included in model programs developed in the future.

Objective evaluation is also a necessary ingredient in improving the quality of future programs. The Research and Development Center's questionnaire (see Appendix B) seems to be complete enough to assess the various aspects of this type of program. Future programs should include this evaluative questionnaire or a similar one.

In summary, while each of the five pro-

grams possessed certain strengths which lead to its success, a compilation of the outstanding components would quite possibly create an even stronger program. The aim of the model program suggested is to use the data available from the programs developed by these institutions, to provide such an outline for future programs.

References

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Appendix A

Academic Year Program Description and Objectives
for Unit Leaders, Staff Reading Teachers, and
Multiunit Principals As Developed by Each Institution

A. Leadership Skills

The student will demonstrate basic leadership skills by:

1. leading groups of students of different sizes
   a. small group (3-16 persons)
   b. medium size group (16-30 persons)
   c. large group (more than 30 persons)
2. acting as a specialist in such areas as inservice evaluation and curriculum in a school setting.
3. being able to contribute to the development of a resource file in a selected curriculum area.
4. being able to identify sources of materials and/or ideas relevant to IGE and sharing these ideas with the group.
5. being able to demonstrate the ability to work with dissident elements of a unit in a simulated and actual school setting or situation.
6. being able to demonstrate, by simulation and actual school setting experiences, the ability to communicate verbally and nonverbally with a group of peers.
7. being able to recognize, identify, and utilize the important skills necessary for two-way communication during a unit meeting, IIC meeting, and classroom interaction with students.
8. being able to recognize opportunities for class members to identify group roles and to identify and be involved in the processes of group problem solving.

B. Individualized Instructional Programming

The student will be able to:

1. describe in writing the steps of the instructional programing model (IPM) as presented in Klausmeier et al.*
2. illustrate, in writing, the steps of the IPM in relation to a curricular or other instructional area.
3. develop a flexible daily schedule for conducting an IGE program in a curriculum area (e.g. reading, math).
4. describe in writing the rationale and procedures for such well-known individualized learning programs as:
   a. IPI (Individually Prescribed Instruction)
   b. British Infant School
   c. Open Concept or Open Corridor
   d. Esbensen's Duluth Plan
   e. Individually Guided Education (IGE)

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*Klausmeier, H. J. et al., Individually Guided Education and the Multiunit Elementary School. Madison: Wisconsin Research & Development Center for Cognitive Learning, 1971.

5. demonstrate grouping of children for instruction in IGE according to:

   a. preassessment scores

   b. preassessment scores and differences in learning rate (i.e. some children need only two sessions to master a skill, others need three or four)

6. demonstrate assignment of unit staff to IGE learning groups.

7. describe the rationale for, content of, and implementation procedure for products developed as prototypes for IGE by the Wisconsin Research and Development Center as follows:

   a. Wisconsin Design for Reading Skill Development

      (1) Word Attack Skills (K-3)
      (2) Study Skills (4-6)

   b. Motivation Packages for (K-6)

      (1) Goal Setting
      (2) Encourage Outside Reading
      (3) Prosocial Behaviors
      (4) Peer Group Tutoring

   c. Developing Mathematical Processes (DMP) (K-6)

8. describe the rationale and procedures for curriculum development for an individualized learning program utilizing materials and personnel available in the school, system, region, state.

9. have experience working with children in the following group sizes:

   a. one-to-one

   b. small group (3-13 children)

   c. medium group (14-20 children)

   d. class-sized group (21-30 children)

   e. large group (over 30 children)

   f. independent study (monitor)

C. Organization and Operations

The student should be able to:

1. describe in writing a "typical" multiunit school for 600 children including assignment of staff to units.

2. write role descriptions for multiunit school personnel (i.e. principal, unit leader, staff teacher, aide).

3. explain in writing the rationale for and relationship between an individualized learning program like IGE and a differentiated staffing pattern.

4. describe in writing such well-known differentiated staffing patterns and staff allocations as:

   a. Temple City, California plan

   b. Beaverton, Oregon plan

c. IGE/MUS-E

d. Township High School, Evanston, Ill. (Trump model)

5. describe the philosophy and opinion of such well-known resource persons in the area of differentiated staffing as:

   a. Dwight Allen

   b. Fenwick English

   c. Robert Findlay

   d. Edward Pino

   e. J. Lloyd Trump

6. develop in writing a plan for utilizing aides.

7. have the opportunity in a school setting to:

   a. observe a unit planning meeting

   b. participate in a unit planning meeting

   c. assume some responsibility for a unit planning meeting

   d. act as a resource person in the unit in a subject matter, aesthetic, or other area

   e. observe an Instructional Improvement Committee meeting (IIC)

   f. participate in an IIC meeting

   g. observe a Systemwide Program Committee meeting (SPC)

D. Evaluation

The student should be able to:

1. define and select examples of:

   a. criterion-referenced tests

   b. normative tests

   c. behavioral objectives

2. develop a criterion-referenced cognitive test including:

   a. a table of specifications

   b. item analyses (hand or computer) in terms of:

      (1) reliability
      (2) difficulty
      (3) discrimination

   c. interpretation of data

   d. evaluation in terms of meeting objectives

3. develop an affective measuring instrument including:

   a. a table of specifications

   b. arrangement of data for analyses

   c. interpretation of data

   d. determination of whether or not the instrument met its intended objectives

4. illustrate competency in basic statistics in terms of:

   a. definition, calculation, and utilization of the following:

      (1) mean
      (2) median
      (3) mode
      (4) variance
      (5) standard deviation
      (6) correlation coefficient
      (7) normal curve
      (8) rank order

5. score, transfer, and process data for efficient utilization in IGE programs.

E. Staff Development

The student should be able to:

1. develop an inservice model for implementing IGE in a school with 25 staff members and 600 children, including plans for a 5-day inservice for the staff before implementation and for developing a program of IGE in one curricular area and utilizing R & D and Vimcet materials.

2. develop a model for an inservice training program for aides and volunteers in IGE.

3. demonstrate competence as a resource person for various problems identified by IGE/MUS-E staff teachers.

F. Home-School-Community Relations

The student should be able to:

1. develop a plan for interpreting IGE to parents, children, community.

2. develop in writing materials such as:

   a. Reports to parents about a child's progress in an IGE/MUS-E program

   b. information letters

   c. a newsletter

   d. an announcement describing a school's intention to initiate an IGE/MUS-E program

Unit Leader Program Objectives
of Marquette University

The general program objectives covered four major areas: (1) skills in group dynamics and group leadership; (2) skills in curriculum and instruction; (3) skills in teacher education and improving teaching; and (4) other professional skills. The specific objectives for these areas is as follows:

I. Skills in Group Dynamics and Group Leadership

A. Administering and coordinating behavior

B. Establishing and maintaining liaison between elements of the educational complex

C. Helping team members accommodate to one another's differences

D. Fostering good interpersonal relations within the team

E. Obtaining and maintaining group cohesiveness and morale

F. Guiding group planning activities and other group tasks

G. Recognizing and encouraging situational leadership--when to lead and when to let others lead

II. Skills in Curriculum and Instruction

A. Diagnosing and assessing pupil needs and readiness for deployment in various learning activities

B. Directing continual re-examination and development of curriculum at the team level.

C. Guiding team planning activities and development of curriculum plans at the instructional level

D. Implementing curriculum decisions through organization and creative development and deployment of children and staff

E. Interpreting and modeling teaching strategies

F. Keeping abreast of instructional methods and innovations

G. Stimulating invention and use of new methods and materials

III. Skills in Teacher Education--Improving Teaching

A. Training and supervising less experienced personnel on the team including student teachers and interns

B. Observing and analyzing teaching behavior

C. Feeding back information to elicit change or modification of teaching behavior

D. Planning and execution of pre-service and in-service experiences within the team

IV. Other Professional Skills

A. Skill as a learning specialist: diagnosing needs and identifying appropriate activities to meet these needs

B. Skill in research: interpreting, applying, and coordinating the research relevant to the team

C. Skill in linking school and community: interpreting community forces and values to teachers so they can design relevant curricula

D. Skill in building learning environments: solving physical space and instructional media use problems

E. Skill in working with paraprofessionals: supervising the work of clerical and instructional aides

In addition, the fellowship students formulated the following specific objectives for their program:

I. List the roles of a lead teacher which differentiate him from a regular team member.

A. Demonstrate a thorough knowledge of the multiunit organization.

B. Diagnose a child's learning style.

C. Remain current on curriculum innovations and trends and implement them in the classroom. Any innovation

implemented will be evaluated using sound research practices.

D. Anticipate and solve the problems connected with the planning and running of a team.

1. Human relations
2. Administrative theories
3. Classroom management
4. Leadership

E. Demonstrate a thorough and practical knowledge of differentiated staffing.

F. Diagnose teaching styles and subject matter strengths or weaknesses of the teachers on a team.

G. Devise a framework for continual evaluation of programs and teachers (continuous feedback).

II. Develop an anecdotal log of experiences, sample materials, and curriculum innovations which can be applied in practice as unit leaders.

A. Organize and conduct a team meeting.

B. Diagnose children's learning styles using the shadow method and the following assessment categories:

1. Interaction with teacher and other pupils
2. Attention span
3. Types of materials (hardware-software) he successfully works with
4. Ability
5. Degree of self-directedness
6. Attitudes toward school

C. Implement an individualized program in:

1. Reading
2. Social studies
3. Science
4. Math
5. Language arts

D. List organizational groups where information about individualization and lead teachers can be obtained.

E. List methods of informing parents and the community about school program and individual pupil progress.

III. Write a statement defining a personal philosophy of individualization.

IV. Visit other MUS-E schools with different physical plant limitations and critique their MUS-E organization as it relates to their facilities.

V. Participate in organizing and assisting in the presentation of a one-week workshop for lead teachers.

VI. Attend and participate in a convention on the lead teacher program.

Unit Leaders Program Objectives of the University of Wisconsin--Madison

To carry out his responsibilities as a model teacher of children, as a leader of the instructional staff of a unit, as a member of the instructional improvement committee of a building, and as a planner and coordinator of the activities of the unit staff and the educational program for the children of the unit, the unit leader must be competent in curriculum, instruction, assessment, and evaluation, staff development, and adult group leadership. Course work and related educational experiences in several departments are pertinent to the program. These responsibilities suggest the following role descriptions and competencies:

A. Curriculum

1. Take primary initiative for identifying appropriate content and sequence related to one broad curriculum area of the elementary school and take secondary initiative for all other curriculum areas.

2. Take primary initiative for curriculum improvement in an instructional and research unit of an elementary school.

B. Instruction

1. Develop a plan for implementing the Center's model of instructional programming of IGE in all curriculum areas.

2. Take primary initiative for identifying appropriate instructional materials related to one broad

curriculum area and take secondary initiative for all other curriculum areas.

3. Implement instructional decisions in an I & R unit by formulating instructional plans for the children in a unit and by the effective deployment of children and staff.

4. Provide instructional leadership in the unit and across units.

5. Keep abreast of and interpret instructional methods and other innovative practices.

6. Stimulate the invention and use of new methods and materials.

C. Assessment and Evaluation

1. Formulate or identify performance objectives.

2. Develop or identify instruments and procedures for assessing pupil needs, interests, and capabilities with respect to objectives.

3. Plan learning activities appropriate for individual children in light of 1 and 2.

4. Develop or identify criteria and procedures for evaluating instruction and pupil performance in terms of pupil attainment of objectives.

D. Staff Development

1. Plan a staff development program for a unit staff, including staff teachers, a resident, an intern, paraprofessionals, and volunteers.

2. Define the duties of paraprofessional personnel and monitor their work.

3. Observe and analyze the teaching behaviors of the unit staff.

4. Feed back information to elicit change or modification of teaching behavior.

E. Staff Leadership

1. Outline a leadership program for an I & R unit designed:

   a. to foster good interpersonal relations within the team or unit.
   b. to help team or unit members to accommodate to one another's differences.
   c. to obtain and maintain group cohesiveness and morale.

2. Prepare a plan for:

   a. establishing and maintaining liaison between a unit and the instructional improvement committee, and for leading and coordinating the activities of the staff of a unit.
   b. guiding group planning activities and other group tasks.

F. Secondary Objectives

The unit leader also has responsibilities associated with research and development, school-community relations, and educational technology. More specific competencies are as follows:

1. Identifying, designing, and directing research, development, and innovative activities within the team or unit setting; analyzing and interpreting research, development, and innovative efforts which have application to the operation of a unit.

2. Analyzing and interpreting community forces and values to the unit for use in curriculum design and school-community relations.

3. Development or identification of media resources to fit particular needs of children and instructional staff.

Staff Reading Teacher Program Objectives of the University of Wisconsin--Madison

The aim of the program is to acquaint participants with the concepts and procedures involved in Individually Guided Education (IGE) and the Wisconsin Design for Reading Skill Development and generally to increase the compentence of people who will teach reading in the elementary school. Course work will be drawn from various departments of the University, and relevant field experiences will be offered in collaboration with area schools.

Specific competencies sought are as follows:

A. Overall Reading Program

1. Serve as a resource person to the building staff on matters related to the organization and function of an overall reading program.

2. Serve as a resource person to the unit staff on matters relating to curriculum improvement in reading.

B. The Wisconsin Design for Reading Skill Development

1. Develop a plan (in collaboration with relevant personnel) for the implementation of the Wisconsin Design for Reading Skill Development in a given school.

2. Serve as a resource person in the inservice preparation of staff for implementing the Wisconsin Design for Reading Skill Development.

3. Demonstrate use of the various components of the Wisconsin Design for Reading Skill Development.

4. Work with concerned personnel in adapting the Wisconsin Design for Reading Skill Development to the school's overall reading program.

5. Work with concerned personnel to clarify the role of the Wisconsin Design for Reading Skill Development in an IGE school.

C. The Reading Curriculum

1. Demonstrate materials and procedures for implementing a continuous progress approach to reading instruction.

2. Demonstrate assessment techniques designed to focus instruction in reading.

3. Provide initiative in establishing priorities for assigning resources to deal with disabled and gifted readers.

Multiunit Principals Program Description of the University of Wisconsin--Madison

I. Background of Elementary School Organization

A. Purposes

B. Trends

C. Issues

D. Related documents

E. Historical perspective

F. Horizontal and vertical organization

II. Organization Bases of the Elementary School

A. Organizational theory

B. Educational philosophy

C. Learning theory

D. Curriculum development

III. The Elementary Principal

A. The job

B. Theoretical bases

C. Leadership theory

D. Changing role

E. Simulation of the principalship

IV. IGE/MUS-E

A. Background and components

B. Organization

C. Curriculum and instruction

D. Print

V. Staff Development and the Process of Change

A. Objectives and directions

B. Group processes

VI. Evaluation

A. Products

B. Processes

Appendix B

Questionnaire for the Lead Teacher
Academic Year Unit Leader Program
for IGE/MUS-E

Questionnaire for the Lead Teacher *
Academic Year Unit Leader Program
for IGE/MUS-E

Personal Data

NAME _____

Permanent Address _____

_____

Phone _____

- -

Have you a job for the 1972-73 school year? Yes _____ No _____

If yes, were you placed in a IGE/MUS-E school? Yes _____ No _____

If not placed in a IGE/MUS-E school describe the institution, job, position.

_____

_____

If you did not obtain a job, what do you feel were the reasons?

_____

_____

_____

_____

* Prepared by Annamarie Hayes

Directions

The Research and Development Center has completed the Academic Year Fellowship Program for the professional preparation of Lead Teachers as Unit Leaders in Multiunit Elementary Schools for FY1972.

As a fellow in the Unit Leader Training Program we would like your opinion(s) to the following questions. There are no right or wrong answers. Each item should clearly indicate your honest response.

Pre-Practicum Seminar

1. The Pre-Practicum Seminar helped in my understanding the IGE/MUS-E program.

   a. some _____

   b. much _____

   c. none _____

   d. did not participate (late entrance in program) _____

2. Number the activities in order of priority that aided you most for your practicum experiences.

   ( ) visiting lecturers

   ( ) group discussion

   ( ) IGE/MUS-E films

   ( ) IGE/MUS-E printed materials

   ( ) school visitations and observations--MUS-E

   ( ) retreat with prospective MUS-E principals

   ( ) participation with One-Week Unit Leader Institute

   ( ) other (name)_____

3. Were the outlined academic courses appropriate for your preparation as a unit leader? Yes _____ Why? _____

_____

No _____ Why? _____

_____

General Information

Describe in your words:

What was good about the Unit Leader Program?

What could be improved about the Unit Leader Program?

What suggestions do you have for the future development of the Unit Leader Program?